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ABSTRACT

From the program's inception in 1975 with Navajo Tribal funds through June 30, 1980, this report covers funding, operation, and progress of the Indian Resources Development and Internship Program (IRDI), which is a university study and practical work experience program available to American Indian students majoring in agriculture, engineering, energy, resources, business, and other sciences involved with natural resources and economic development, operation, and management. The new IRDI brochure is included and presents a general view of the program's activities, objectives, and benefits. Items discussed include recruitment, counseling and advisement, college majors and career opportunities, monitoring of participants' academic progress, work experience assignments, campus representatives, seminars, short courses, and field trips. Also included are reports on the American Indian Leadership Seminar and the American Indian High School Student Orientation, as well as information on congressional interns, career presentations to high school students, the college undergraduate and graduate programs, the Trust and Indian Real Property Management Degree Program, other college majors, other tribal programs, the Indian Resources Development Institutes, the Navajo Higher Education University Consortium, special project needs, program problems and accomplishments, and proposed future program activities. (AN)

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SUMMARY REPORT

The Indian Resources Development and Internship Program

IRDI

Covering Activities, Progress, and Accomplishments

for the period

April 1976 to June 1980

Submitted by

New Mexico State University
Las Cruces, New Mexico

June 30, 1980

RC 012345

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Summary

The report covers operation and progress of the IRDI Program from initiation through June 30, 1980, which ended funding from the first W. K. Kellogg Foundation Grant, which begin in 1976. Future funding sources are discussed including the second W. K. Kellogg Foundation Grant, the Four Corners Regional Commission Grant, and funding from the State of New Mexico.

A relatively long introduction traces the Program from initiation through June 30, 1980, including proposal information to funding organizations. Introductory remarks, comments on the program inception, concepts and operations, under program, activities, activities-details on activities, operation and accomplishments are discussed including a reproduction of the Program brochure. A discussion on program activities, procedures, and accomplishments are also covered.

Sponsors and Funding Sources

The Program was initiated in 1975 with Navajo Tribal Funds. A four-year grant was approved by the W. K. Kellogg Foundation in 1976. The New Mexico State Legislature provided funds in 1977 and 1978 with carry-over funds being available in 1979. The Four Corners Regional Commission approved a two-year grant in 1979. The W. K. Kellogg Foundation approved a second grant in 1979 to assist with the Program's funding for three additional years ending June 30, 1982.

Plans are to request additional funds for this period and future years from the New Mexico, other State Legislatures, and other potential funding sources.

Considerable assistance has been extended to the Program and participants by several federal agencies, Indian tribes, companies, and others.

Grants and scholarships for Indian college students have been extended by Indian tribes, the Bureau of Indian Affairs (BIA), and other federal agencies, universities, and colleges.

Salaries to participants for work experience and cooperative education assignments were paid directly to participating Indian students by employers.

Introduction

The original purpose of the Program and other information on this Program, as stated in the 1976 funding proposal to the W. K. Kellogg Foundation, was as follows:

> The Navajo Tribe is at the initial stages of the development of a 110,630 acre irrigation project on their lands in Northwestern New Mexico. The first block of approximately 10,000 acres is receiving water for the first time this spring; with an additonal 10,000 acres scheduled to be brought into production annually until the project is completed. Although this irrigation project will have a substantial impact on the Navajo economy, there are very few Navajos with the necessary training, experience, and education to fill the managerial and agricultural scientist positions. This project proposes to assist the Navajo Tribe educate and train Navajos in managing large-scale farming, marketing, and processing operations so that they can assume leadership at all management levels and fill technical and agricultural scientist positions. The program consists of combining the benefits of college education, practical work experience, and special leadership training.

A description of the Navajo Indian Irrigation Project follows:

> Water on the Navajo Indian Irrigation Project will transform 110,630 acres of arid range into productive farmland. The project was approved by Congress in 1962. Congress has authorized $206 million for construction of an irrigation delivery system and has so far appropriated over $109 million. Project construction began in 1965 and, when completed, will provide irrigation water for 110,630 acres.
>
> The project is funded through the Bureau of Indian Affairs, and construction is a function of the Bureau of Reclamation. The completed project will be held in trust by the U. S. Department of Interior for the Navajo people. The entire project will be owned and operated by the Navajos.
>
> The project has a diversion allocation of 508,000 acre-feet from the San Juan River. The water will be diverted from the Navajo Reservior, near the border of New Mexico and Colorado, and transported through a 32 mile system of canals, tunnels, and siphons to the project lands.

The land will be irrigated with sprinklers because of the generally rolling terrain and predominantly sandy soils.

A brief description of Navajo Agricultural Products Industry, the farming company organized to develop, operate, and manage the Navajo Indian Irrigation Project follows.

Partly on the basis of studies, as well as other considerations, the Navajo Tribal Council has taken several steps toward development of a Tribal farm organization. As Navajos become experienced in managing commercial farms, there can be opportunities for individual farms. The Council has approved the establishment of the Navajo Agricultural Products Industry, patterned after the successful Navajo Forest Products Industry & the Navajo Tribal Utility Authority. Two main factors influenced the Council's decision for enterprise type commercial farming; the Navajos have had favorable experience with this form of business in the lumber and utility industries; and few Navajos are well enough trained or experienced enough in farming now to operate commercial size farms profitably. In establishing the Navajo Agricultural Products Industry (NAPI), the Council has approved a board of directors of 11 members. Five members are Navajos, and six are agricultural and nonagricultural businessmen from throughout the United States. The chairman and vice-chairman of the Navajo Tribal Council are members of the board. This board has been granted authority by the Council to coordinate agricultural activities of the project.

The Navajo Agricultural Products Industry has formulated a long range plan which includes the possibility of expanding into related business activities, such as livestock feeding, livestock slaughtering, processing plants, vegetable and fruit packing facilities, farm supply businesses, and marketing organizations. NAPI already has a 7,000 head sheep feedlot, a farm machinery dealership, and a sprinkler irrigation supply and equipment dealership. The irrigation project and assocated agri-businesses are expected to create several hundred management and agricultural scientist positions. Such expansion will be necessary for the irrigation project to contribute as much as possible toward alleviating some of the income and employment problems on the reservation.

The objective of the Internship Program is to coordinate on-campus education with on-the-job work experience training and conduct leadership seminars for a selected group of future Navajo agricultural leaders.

The original proposed program procedure follows.

The New Mexico State University will maintain close contact with the Navajo people, Navajo Tribe, Bureau of Indian Affairs, other federal and State agencies, the Navajo Agricultural Products Industry, as well as high schools and colleges who have Navajo students attending their institutions.

For the work-study phase of the program, several young Navajos will be encouraged to study agricultural sciences and management, including: crop production, soils, soil fertility, irrigation, entomology, horticulture, farm machinery and equipment, engineering, marketing, farm management, and agricultural business management. They can select any accredited institution of higher education offering such agricultural degrees. These students will be eligible for Tribal and other scholarships. A summer or longer employment program with farm and agribusiness firms or agricultural research institutions or firms will be established to provide experience for each student prior to graduation and after graduation. Each student will receive a beginning work allowance and travel expenses to and from the summer job. The business firms, with assistance from the Navajo Tribe, will pay the students the regular going wage for the summer work experience. Upon graduation, with either an undergraduate or graduate degree, a program will be developed to place each student with a large farm or agribusiness firm in a training position. Travel expenses to the job, plus a percentage of the trainee's salary will be included as part of the training program expenses and will be paid by the Navajo Tribe through their Comprehensive Employment and Training Assistance funds. Each trainee will be encouraged to stay with the company for at least two years to gain valuable practical work experience. All training program activities will be coordinated with applicable Tribal, Federal, and State Manpower Development Programs. Priority will be placed on obtaining students of junior, senior, or graduate status to build a pool of available talent for employment by the Tribe in the early development stages of the project. Priority will also be given to individuals with work experience prior to attending college.

The Major activities of New Mexico State University will be to: 1) seek out and select qualified Navajo students, 2) secure summer and longer term employment opportunities, 3) obtain cooperation from large farming companies and agribusiness firms with on-the-job management training programs, 4) develop work-study programs for each student to fit his particular needs and objectives, 5) conduct leadership seminars and, 6) coordinate the total program with the education and manpower development offices of the Tribe. The program has been discussed with several business firms in the West, and considerable interest has been shown. Since such opportunities have not been available to Navajos in the past, considerable effort must be put forth to find, select, and encourage Navajos to secure training and experience in agricultural sciences, commercial agriculture, and agribusiness management. Commercial agriculture is not a major industry on the reservation at the present time, so Navajos have not tended to associate these disciplines with long-term job opportunities. A complete program of education and training will be developed with each student.

The New Mexico State University is presently assisting the Navajo Tribe in planning, research, and regular educational programs. With very limited funds, provided by the Navajo Tribe, a pilot work-study program was initiated in 1975 to develop a procedure to relate work experience to studies in agricultural sciences and management.

The pilot project was successful and gave ample proof that the program is needed and will provide the necessary incentive for Navajos to take advantage of important opportunities for higher education and related on-the-job experience.

Even though the project did not get underway until late February, with strong interest on the part of students, companies, the Tribe, and University, seven participants were placed in summer work experience assignments in California, Washington, and New Mexico.

Four students were placed with large farming companies, two students with an agronomic technical service company, and one student with the Agricultural Experiment Station on the Navajo Indian Irrigation Project. The organizations were pleased with the students and indicated a desire to continue participating in the program in the future. The students were happy with the opportunity to participate and responded well to their assignments. One participant, who graduated in June, 1975, accepted a teaching position. The undergraduates returned for further university study.

One participant has been requested by the same company he worked for last summer to return this summer as a foreman. We have received offers from other companies for student trainees for this summer.

For the leadership development phase of the program, all the trainee participants will be brought to the New Mexico State University - Las Cruces Campus (Or other suitable location) each year for an intensive one-week leadership training seminar. New Mexico State University Personnel, Navajo Tribal Leaders, and other experts in leadership development will be invited to participate in the seminar. Fundamentals of leadership, effective public speaking, State and National policy issues, agricultural policy issues, management principles, relationship of Tribal, State, and National issues, and the development of the Navajo Indian Irrigation Project are among the topics under consideration to be presented during the seminar.

General program objectives have not changed. However, additional funding sources have expanded the original area to be covered from the Navajo Reservation to all Indian Reservations in New Mexico, Arizona, Colorado, Nevada, and Utah. The first expansion came as a result of the New Mexico State Legislature passing the 1977 substitute for House Bill 476, to provide educational and work experience opportunities to members of Indian Tribes in New Mexico. The following year, 1978, funding was provided through a line item in the Budget of New Mexico State University. A copy of the 1976 substitute for House Bill 476 follows.

HOUSE APPROPRIATIONS AND FINANCE COMMITTEE SUBSTITUTE FOR
HOUSE BILL 476

33RD LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 1977

AN ACT

RELATING TO THE DEVELOPMENT OF INDIAN RESOURCES; MAKING AN APPROPRIATION FOR THE PURPOSE OF PROVIDING AGRICULTURAL AND ENGINEERING SCIENCES EDUCATION AND WORK EXPERIENCE OPPORTUNITIES FOR INDIAN STUDENTS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

Section 1. PURPOSE.--The purpose of this act is to provide funds to New Mexico state university in order that agricultural and engineering education and work experience opportunities may be provided to Indian students to help prepare them for agricultural sciences, engineering sciences and management positions in irrigation projects and energy resources development to the end that the economic growth and public welfare of New Mexico will be promoted.

Section 2. INDIAN RESOURCES DEVELOPMENT PROGRAM CREATED.--There is created the "Indian resources development program" to assist the education and training, through practical on-the-job experience opportunities, of Indian students in the agricultural, engineering and associated management sciences for the purpose of insuring the successful development and management of the agricultural and energy resources on Indian lands.

Section 3. CONTRACTS WITH OTHER INSTITUTIONS.--New Mexico state university shall contract with other institutions of higher education, located within this state, as needed for required services pursuant to the provisions and purposes of this act. Qualified Indian students who are residents of New Mexico and who are majoring in agricultural, engineering and associated management sciences at any institution of higher education located within this state shall be eligible for the

services provided by the funds appropriated for such development program in this act.

Section 4. APPROPRIATION.--One hundred sixty-two thousand dollars ($162,000) is appropriated from the severance tax income fund to New Mexico state university for expenditure in the sixty-sixth fiscal year for the purposes of this act. Balances unexpended or unencumbered at the end of the sixty-sixth fiscal year shall revert to the severance tax income fund.

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In 1979, the New Mexico State Legislature passed the substitute for House Bill 275, creating the Indian Resources Development Institutes. A copy of this Bill follows:

HOUSE APPROPRIATIONS AND FINANCE COMMITTEE SUBSTITUTE FOR
HOUSE BILL 275

34TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 1979

AN ACT

RELATING TO THE DEVELOPMENT OF INDIAN RESOURCES; CREATING INDIAN RESOURCES DEVELOPMENT INSTITUTES FOR THE PURPOSE OF PROVIDING RESEARCH, EDUCATION, TRAINING AND TECHNICAL SERVICE PROGRAMS TO NEW MEXICO INDIANS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

Section 1. SHORT TITLE.--This act may be cited as the "Indian Resources Development Act".

Section 2. PURPOSE.--The purpose of the Indian Resources Development Act is to create statewide Indian resources development institutes, located at New Mexico state university and the university of New Mexico, in order that the state can participate with the federal government and Indian tribes for the purpose of assisting Indian tribes in developing agricultural, mineral, energy, forestry, wildlife, recreation and business resources and associated technical and managerial resources and

other areas deemed necessary to promote their economic self-sufficiency to the end that the economic growth and public welfare of New Mexico will be promoted.

Section 3. INDIAN RESOURCES DEVELOPMENT INSTITUTES CREATED.--There are created the "Indian resources development institutes" to provide research, educational and service programs that will directly and indirectly contribute to the more effective utilization of the natural and human resources and related business activities on Indian lands. The institutes shall provide programs to enhance the development and efficient utilization of natural and human resources and associated businesses on Indian lands, including dryland and irrigated agriculture, rangelands, oil, gas, coal, uranium, other mineral resources, ground and surface water resources, forestry, wildlife and outdoor based recreational resources. The institutes shall also provide programs for education and training and other necessary areas that will directly contribute toward providing Indian people the technical and managerial knowledge and experience necessary for efficient utilization of their natural resources.

Section 4. CONTRACTS WITH OTHER INSTITUTIONS.--New Mexico state university and the university of New Mexico shall contract with other institutions of higher education located within the state and federal research laboratories, as needed, for required services pursuant to the provisions and purposes of the Indian Resources Development Act.

Section 5. ORGANIZATIONAL STRUCTURE AND OPERATING POLICIES.--The organizational structure, operating policies and program directors of

the institutes shall be established by the presidents of New Mexico state university and the university of New Mexico, who shall jointly designate and coordinate program responsibility areas for each institute.

Section 6. COOPERATIVE FEDERAL-STATE FUNDING.--The institutes may enter into cooperative federal-state funding arrangements for the purposes of funding the institutes and their programs. The board of educational finance, or its successor agency, shall annually make recommendations to the legislature for the furtherance of the purposes of the Indian Resources Development Act. Appropriations made for the purposes of the Indian Resources Development Act shall be expended only for the benefit of New Mexico residents.

Section 7. EFFECTIVE DATE.--The provisions of the Indian Resources Development Act shall be effective upon the effective date of federal legislation creating Indian resources development institutes with provisions for joint state-federal funding.

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In 1979, the Four Corners Regional Commission authorized a two-year grant to fund a portion of the Program for Indian Tribes within the region including the States of Arizona, Colorado, New Mexico, Nevada, and Utah. The Commission approved the proposal of June, 1979, including the following portions on problem areas, scope of work, brief description of specific activities, procedure, and Indian Resources Development Institutes.

Problem Area

The American Indians as a whole have the lowest per capita incomes and the highest unemployment and underemployment rates among the ethnic groups in the Four Corners Region. An analysis of per capita incomes reported in the 1970 census indicated New Mexico Indians had average per capita incomes of only two-thirds of the Spanish heritage group and less than one-third of the Anglo population

Preliminary analysis of the 1970 census data indicates this difference in per capita incomes between Indians and non-Indians was even greater in many of the western states including Arizona, Utah, and Colorado. Although the per capita income of Indians has increased substantially during the past ten years, the relative spread between them and the rest of society has increased and, if major changes are not made, this trend will likely continue.

The three general approaches to reduce unemployment levels and increase incomes of the land resourced based Indians are: 1) substantial increases in the already large federal welfare transfer payments, 2) institute programs that will substantially increase the number of Indians that will migrate from their homelands to take advantage of employment opportunities off the reservations, 3) develop the economies of the Indian reservations. The approach of increased welfare payments makes no contribution to the productivity of the overall society and only results in a redistribution of incomes with no self-generating, lasting benefits.

However, the latter two approaches, out-migration and development of the economies of the reservation, if accomplished successfully will provide meaningful long-run income and employment opportunities for Indians and will substantially increase the total output of the economy of the region and the nation.

Many Indians, particularly those from the interior of the larger reservations, and those from reservations in isolated areas, have difficulty adjusting to living off the reservation where they are separated geographically from their family, friends, and others of similar cultural heritage. Education and higher education, in particular, is proving to be one of the better methods for mitigating the cultural separation affects. Higher education not only provides the skills necessary to successfully compete for the higher paying off-reservation employment opportunities, it also gives many of them their first experience of living away from their homelands. The four years or more of attending college serves as a cultural adjustment period which may be just as important in successful employment off-reservation as the education and skills acquired during their education.

The development of the economies of the Indian reservation requires investment capital and human resource capital. Development of the natural resources of the reservation appears to offer the greatest opportunity for increases in income and employment opportunities. Many of the Indian lands in the Four Corners Region have substantial quantities of natural resources including range lands, water and irrigated cropland, coal, oil, gas, uranium, forest products, and outdoor and resort type recreation sites. In New Mexico, nearly half of the state's coal and uranium resources, as well as substantial oil and gas and agricultural resources are on Indian lands.

Very few business firms are located on Indian lands. Because of this fact, the indirect effects in the local economy of investment in the basic economic sectors such as agriculture, energy, and recreation are limited. Of the relatively few firms located in Indian lands, many are owned and/or managed by non-Indians. Development of a strong group of service-type Indian business firms on Indian lands would greatly increase the employment and income opportunities for Indians and result in a significant ripple effect in the economy of the Four Corners Region.

It is the policy of the federal government to provide opportunities for increasing the quality of life for all of its citizens. With respect to Indians, the government is attempting to implement this policy through the Self-Determination Act of 1971. The Self-Determination Act places much of the responsibility for improving the quality of life of the Indian communities in-the-hands of the Indians. However, it is unrealistic to expect major achievements until the Indian communities have the necessary leaders, managers, scientists, and technically trained and experienced individuals to effectively and efficiently develop their natural resources. Problems with the Navajo Indian Irrigation Project and many other major resources related investments made by the federal government on Indian lands clearly indicates that development schedules relating to capital investment may be far ahead of the scientific, technical, and managerial resources.

To effectively utilize their natural resources for the benefit of their people and the economy of the region as a whole, the Indian communities desperately need more individuals with education, training, and experience in natural resource development and management fields. They need more agricultural scientists, agricultural managers, engineers, business managers, accountants, hydrologists, geologists, planners, and individuals in finance, marketing and other areas related to business and natural resource development. These needs have been apparent for many years and some Indians have specialized in these fields but not in the quantities needed. At the same time, larger numbers of Indians have been going to college but relatively few have selected major study fields needed for business and resource development. A listing of Indian graduates compiled by the BIA for 1975 provides an illustration of the problem. The number of education (335), health (194), and sociology (165) far exceeded the numbers in engineering (13), natural resources (9), and agriculture (7). The number of Indian graduates of liberal arts programs, which are in surplus supply in the nation, including English history, and ethnic studies were several times greater than the number of graduates of professional programs in engineering and agriculture. This situation will probably continue with its resulting impact on the Indian and regional economies until programs such as the one described in the proposal are successful in encouraging more Indians to select majors in the critical short areas needed for development of their economies.

Scope of Work

General Overview:

The program will recruit Indians to attend college and major in the scientific and managerial areas needed for resource development (regular academic courses - no special programs), provide for practical work experience opportunities, provide leadership training and offer adult training seminars on business management principles. The program benefits will be offered to all Arizona, Colorado, New Mexico, Nevada and Utah Indians, including all Navajos.

Brief Description of Selected Specific Activities:

1. Recruitment of Indian Students to Select College Majors in Agriculture, Engineering, Business and related areas: Visits will be made to nearly every high school in the designated region with a significant Indian enrollment to interest the better students to consider selecting college majors in Agriculture, Engineering, Business and related areas in resource development. Students will be encouraged to select the college of their choice so long as it offers the appropriate programs. Several thousand Indian high school students will be made aware of the opportunities and needs in these areas.

2. Native American Leadership Seminar: A several-day seminar will be conducted annually with the focus on leadership & specific topics on resource development for 35 to 40 highly selected participants.

3. Indian Resources Development and Internship Program: Providing summer or longer period work experience opportunities for Indian college students in agriculture, energy, business and related areas: about 100 students are expected to participate each year. Student participants are freshman through graduates including over 26 graduates now in professional positions.

4. College Orientation Program: will bring selected Indian high school students to NMSU & other university campuses for a week-long orientation session on opportunities for Indian students majoring in the agricultural sciences, engineering, business management, & other areas related to natural resource development.

5. Student Campus Representative Program: Student representatives have been appointed for universities, colleges and high school campuses. These student representatives make program presentations to their fellow students, institutional representatives, and in their home communities. They make contacts and arrange for meetings when desirable. Considerable valuable contacts and assistance has resulted and continues.

6. Congressional Intern Program: U.S. Senators and Representatives offer one to two month intern positions to program participants for pay annually.

7. Cooperative Education Program: Cooperative education agreements nationwide have been signed with the Bureau of Indian Affairs & several major universities providing opportunitiies for Indian student participants. Co-op Education assignments are for pay, college credit and work experience related to majors.

8. Indian Resource Development Institutes: Information will be provided to federal legislators to assist them with pending federal legislation setting up cooperative federal-state Indian Resource Development Institutes. These Institutes would provide continuity for many of the activities listed above as well as offering expanded resource development assistance.

Procedure:

The program has several phases and functions including: 1) Program management and coordination; 2) dissemination of information about the program and advising students and prospective participants on college majors and career opportunities; 3) recruitment of participants; 4) conducting college orientation program for high school sophomore and junior students; 5) monitoring academic progress; 6) coordinating summer or longer work experience assignments for pay related to participant's majors; 7) coordinating cooperative education (CO-OP) assignments for pay related to participants majors (includes a semester of work off campus rotated with a semester of study on campus; 8) conducting outreach, short courses, and seminar programs on principles of business management; 9) conducting the annual American Indian leadership seminar; 10) coordinating Indian Congressional Intern Program; 11) coordination of student campus representative program; 12) coordinating activities with other participating universities, Indian Tribes, government and industry; 13) counseling students on sources and procedures of financial aid, grants and scholarships; 14) monitoring academic performance of students including evaluation of grade point averages and providing tutoring services; and 15) assist federal legislators by providing technical information needed for passage of fed al legislation creating Indian Resources Development Institutes.

This program will not have a large staff and will depend mostly on regular university personnel with assistance from tribal, federal, state and industry personnel and where necessary, use of highly skilled and experienced retired professionals. Selected student program participants and graduates will assist in program activities as they progress with their studies and gain experience. Graduate participants will be encouraged to assist with the program, some of whom will be groomed to manage and direct future program activities.

Detailed explanation on how the major program phases will be accomplished follows:

Program management and coordination: The program will be operated and managed by a small group of full-time professional employees, student participants, and graduate participants with assistance from university administrators, faculty, and staff, and tribal, federal, state, and industrial leaders.

Dissemination of program information: The backbone of the program is determining present and future development opportunities and assisting in the preparation of education, training and acquisition of actual on-the-job experience by student participants. Since Indian students have not tended to enter hard science fields and have not generally been exposed to opportunities in the areas of economic development and natural resources, it is necessary to continually and persuasively present information to Indian Tribes, leaders, high school counselors, and Indian high school and college students to inform them of the needs and opportunities and encourage them to prepare for science majors by taking all possible preparatory courses in high schools.

Meetings are scheduled twice annually with over 80 high schools having Indian students in the four states. Students are provided with program information and brochures and questions on program majors and career opportunities are answered.

Meetings are held once or twice annually with college student participants at about 30 institutions of higher learning in six states to discuss majors, career opportunities, work-study arrangements, participant problems, and to provide program and other information. Telephone, written and personal contacts are maintained with over 150 companies, and with tribal, federal, and state offices to provide program information, and secure work experience and cooperative education assignments for participants.

Participant recruitment: Participant recruitment is a continuing effort accomplished through meetings and presentations to college and high school students, college dropouts, employed persons who may desire improvement through study and work experience. Contacts are made and maintained through correspondence, telephone discussions, and personal meetings. An increasing number of program participants are applying because of referrals. Referrals are made by tribal members, university personnel, campus and community representatives, high school teachers and counselors, present participants, and many others.

Annual High School Orientation: A week-long Orientation Program is held annually at the NMSU main campus in Las Cruces for 50-60 college bound high school sophomores and juniors. The orientation is designed to give the students an opportunity to see what campus life is like first hand, meet faculty and staff, and participate in discussions on college majors and career opportunities. Program presentations are made by university administrators, and deans and faculty from the colleges of Agriculture, Business Administration and Economics, and Engineering. Students are encouraged to return to high school and take preparatory courses for chosen majors. Students may select majors and colleges of their choice.

Monitoring academic progress: Once student participants have chosen universities and majors they are counseled by academic advisors, faculty and program staff. Regular contact is maintained with participants by academic faculty, program staff and campus representatives. Assistance is rendered as needed including guidance on study habits, tutoring and related matters.

Work Experience assignments for pay: Participants are provided summer and longer work experience assignments for pay related to majors. Job assignments are located generally in the western states. Where necessary, travel funds are provided to and from the job location. Contact is maintained with the student and employer throughout the job assignment.

Cooperative Education Assignments: A valuable new program phase is Co-op assignments with federal and state agencies, Indian Tribes and industry. For example, the Co-op Program with BIA provides opportunities to Indian students who have completed one or more years of college to receive Co-op assignments throughout the U.S. and in Washington, D.C. related to majors beginning at grade GS-3 paying $7,930 or more annually. Student rotate one semester of related work off-campus with one semester of study on-campus. On graduation they may continue with the BIA at the grade level determined by education and experience.

Outreach, Short Courses and Seminars and Principles of Business Management: The program responds to special needs of agencies and Tribes for employee up-grading through a number of activities including seminars on management, marketing and business are held annually and are subject to expansion as needed.

Annual American Indian Leadership Seminar: An annual leadership seminar is held for 30-40 outstanding participants to enhance leadership abilities and offer opportunities for expansion of horizons.

Congressional Intern Program: Senators and Congressmen from Arizona, New Mexico, and Utah have cooperated to take selected participants to Washington as summer interns for pay. These assignments provide additional opportunities for participants to learn about the American system of government and relationships of federal, state and tribal governments.

Representative Program: Every possible effort is made to involve student participants and others in program management, recruitment and dissemination of information. A student representative is selected to assist with the program at their university or high school. This permits students to participate for pay, build confidence, increase leadership ability and assist with necessary contacts. The representative distributes information, make presentations, arranges meetings and assists school officials with program matters.

Coordinating Activities with Universities, Indian Tribes, Industry and Government Representatives: For a program of this nature to succeed, strong cooperation is necessary from a variety of sources. Cooperating universities are most helpful with program activities. Excellent cooperation is being received from Indian Tribes and the BIA. Industry and agricultural representatives have also been most cooperative particularly in providing work experience and training opportunities.

Counseling students on sources of Financial Aid, Grants, and Scholarships for College Attendance: Financial aid for participants to attend college is not a function of this program even though assistance is given to students in securing aid, grants and scholarship. Full cooperation is given by program representatives to students, Tribes, BIA and universities in these efforts. Financial aid has not usually been a major deterrent to college attendance by Indian students.

Monitoring Academic Performance, Tutoring and Retension Programs: Drop-out rate has generally been greater among Indian college students than with non-Indians. This program is designed to attract the better Indian students and to help motivate them to better academic performance. The program, benefits, and recognition of student performance is helping to improve grade point averages. Students are not eligible for all program benefits unless they maintain a GPA of at least 2.5 on a scale of 4.0. Program contacts, work experience and cooperative education appear to have positive affects on motivation, GPA's, and student conduct.

Indian Resources Development Institutes: Success of the Indian Resources Development and Internship Program has lead to other Indian related areas of concerns, problems and conflicts. It appears no successful effort has been developed to research many of the areas adversely affecting development of Indian natural resources and improving unfavorable relations with federal and state governments.

The proposed Indian Resources Development Institutes would extend benefits of the present program and offer additional assistance to Indian Tribes, federal and state governments and industry through education, research and service to attack outstanding problems and adverse relationships. The Institutes are available to each state or region desiring and creating them. Federal authorization and funds are proposed to match state funds on basis of $4 federal to $1 of state funds. The 1979 New Mexico State legislature passed and the governor approved House Bill #275 creating New Mexico Indian Resource Institutes at NMSU and UNM pending federal legislation. Congressman, Harold Runnels, introduced House Bill #2578 in the U.S. Congress. Senators Domenici, Schmitt, and others plan to introduce a comparison bill in the U.S. Senate. The staff of this program will assist in providing the information needed for the federal legislative effort.

Project Coordination

This program is a cooperative effort with Indian Tribes, pueblos, Indian communities, high schools, Bureau of Indian Affairs and other federal and state agencies, and universities and colleges in the States of Arizona, Colorado, Nevada, New Mexico, and Utah. Student participants in the program assist with program efforts. Student participants act as program representatives at universities, colleges, high schools, tribes and in communities. Student assistants and participants make presentations to Tribes, Indian communities and high school students, on the program. A program of this magnitude and area covered could not succeed without cooperation and assistance from a wide segment of concerned citizens.

Tribes, federal agencies, state agencies and industries are most cooperative by providing work experience and cooperative education assignments for pay in relation to student participants college majors.

Economic Planning and Impact

The primary purpose of the Four Corners Regional Commission is long-term employment enhancement for the unemployed and underemployed citizens in the region. The Indian communities have the largest number of unemployed and underemployed people of any group in the region. The FCRC stated approach is to act as catalyst to redirect and coordinate development programs of federal, state, and local agencies toward achievement of region goals. Further, the FCRC sponsors projects which demonstrate alternative ways to solve local problems with special emphasis on mitigating adverse impacts resulting from natural resource developments. This project serves as a catalyst for starting, directing, and coordinating many long-run and short-run programs for the development of the natural resources on Indian lands by providing the necessary scientific, technical, and managerial human resources. The success of this project has already stimulated other groups to initiate similar activities. It is anticipated that the Indian Resources Development and Internship Program will serve as a role model for many other regions of the country having Indian reservations with natural resources.

The project is concerned with efficient utilization and development of natural resources but probably belongs in the Human Services funding category.

(a) Creating additional short-term and long-term employment opportunities
It is not possible to predict the amount of employment created but the program will contribute substantially to creating new employment opportunities by providing the needed scientific, technical, and managerial talent needed to adequately develop the natural resources and associated business firms on Indian lands. The program will create a large cadre of highly employable Indians that will be able to compete successfully for job opportunities in any part of the country. In addition, it will provide the talent in the long-run to adequately manage the developments presently constructed or in the process of being constructed on Indian lands. A cadre of experienced scientific, technical, and managerial Indians will serve to attract additional developments and business firms to locate on Indian lands. It is probable that over 250,000 people in the region could be affected in the long-run.

(b) There are presently very few private business firms located on Indian lands and even fewer owned and operated by Indians. This program will assist in stimulating the private sector by increasing the output of basic industries in the region and by providing a cadre of Indians with the interest, education, and experience that will allow many of them to be successful in starting and operating business firms.

(c) The program will assist greatly in improving monetary gains in the region by: 1) assisting Indians in getting the necessary education, training, and experience to qualify for technical and scientific positions with tribes and the federal government that have been vacant because of a lack of qualified Indians, 2) increasing development and efficient management of tribal resources, and 3) developing a small business - managerial class of Indians which will stimulate the formation of new business on Indian lands and thereby greatly increase local and regional income levels.

(d) The productivity and actual production of the region should increase significantly when the human resources needed for efficient management and development of Indian resources becomes available. There is a considerable waste of productivity due to inexperienced and poorly qualified individuals in technical and managerial positions at the present time.

(e) This program will enhance both the human and natural resources of Indians in the region. It is very difficult to do a good job of resource management without the qualified human resource.

(f) The direct beneficiaries of the program will be Indians. At the present time, Indians have the lowest incomes of all minority and majority groups in the area. The estimated total Indian population to be served by this project is approximately 180,000 distributed as follows: New Mexico - 94,103; Arizona - 80,000; Utah - 3,500; and Colorado 2,264. The program activities will enhance the operation of many agencies, institutions, and business firms thereby impacting in an indirect way on many non-Indians in the region.

(g) Since this program is concerned with providing qualified scientific, technical, and managerial Indian talent, it will impact favorably on a wide range of other economic activities in the region.

Introductory Remarks

The relatively long introduction appeared desirable to recite orgin of the Program through changes to the immersion of a comprehensive program assisting Indian Tribes prepare their members for the important role of development, operation, and management of their human and natural resources.

Throughout the Program and its development, the concept of "Self-Determination" by Indian Tribes and Members has been the main program goal. Provision of reliable information to tribes and members for them to make decisions has been the guiding principal. The Program has operated with a very limited full-time staff, utilizing participants, graduates, volunteers, and retired professionals in order to achieve goals. Program activities and the georgraphical area covered have increased without corresponding increases in the permanent staff. We are continually increasing efforts to utilize program activities to assist with training and work experience opportunities for Indian college students.

Program plans include: refinement of activities to achieve prime goals, reduce marginal and less productive activities, to work closely with Indian tribes and others, cooperate with and utilize other programs to achieve goals.

Authorization and funding for Indian Resources Institutes will permit fully coordinated efforts with Indian Tribes, universities and others on a state-by-state basis for research into Indian resource development, technical assistance to Indian Tribes and others, and related academic, education, and work experience opportunities for Indian Students.

The Program Brochure

The IRDI Program has a number of activities conceived to achieve program objectives. The recently revised brochure gives a good, general view of the Program's activities, objectives, benefits, and related items.

The brochure, in report form, follows.

INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM

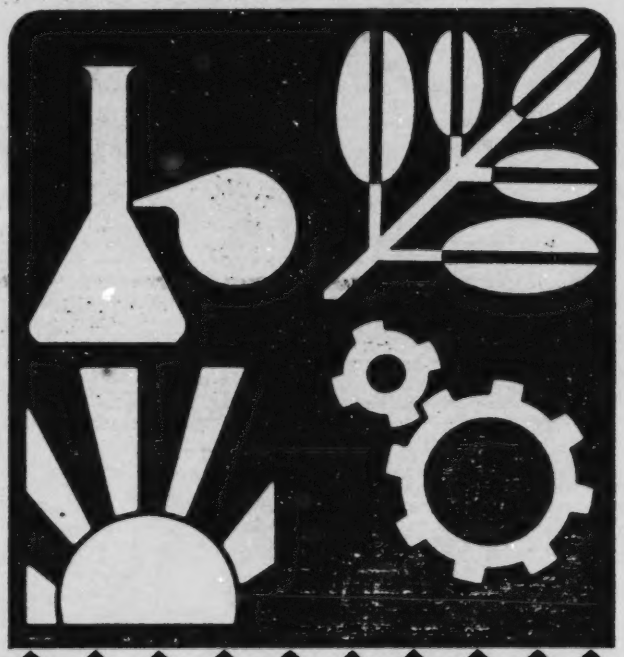
BEST COPY AVAILABLE

WHAT IS THE INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM?

The IRDI program is a university study and practical work experience program available to American Indian students majoring in agriculture, engineering, energy, resources, business and other sciences involved with natural resources and economic development, operation and management.

SPONSORS

- Cooperating Indian Tribes, universities, colleges, high schools
- Companies and agri-business firms
- The W.K. Kellogg and other foundations
- The Four Corners Regional Commission
- Bureau of Indian Affairs
- Other state and federal agencies



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JOB OPPORTUNITIES OPEN TO COLLEGE GRADUATES

IN AGRICULTURAL SCIENCES—specialists are needed in:

Farm and ranch managers, agri-business managers, agricultural researchers, vocational agriculture, teachers, bankers, agricultural extension agents, foresters, public relations, sales persons, landscaping specialists, pest control managers, international agricultural researchers and consultants, environmental scientists, horticulturalists, soil scientists, agricultural economists and wildlife management specialists.

IN ENGINEERING SCIENCES—specialists are needed in:

Management or administration engineering, research, development, design, production and operations, construction and installation, consulting, sales, communication, programming and planning in most engineering specialists areas.

IN BUSINESS AND MANAGEMENT FIELDS—specialists in demand include:

Accountants, auditors, consultants, systems analysts, data processors, computer programmers, business managers, economists, statisticians, real estate brokers, stock and commodities brokers, trust and real property managers, business executives, public relations specialists, sales, banking loan officers.

ENERGY RESOURCES—specialists need included:

Engineers—agricultural, architectural, chemical, mining, civil, electrical, mechanical and metallurgical; scientists—biologists, chemists, computer specialists and geoscientists; physicists; technicians; other professions—architects, college/university teachers, economists, managers/administrators, market specialists and operations/system researchers.

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WHO IS ELIGIBLE FOR THE IRDI PROGRAM?

American Indian high school students and graduates, college students, college graduates and others interested in pursuing professional careers in Agriculture, Engineering, Energy Resources, Business, Natural Resources or related sciences are eligible for the program. Candidates must have a 2.5 grade point average in high school and maintain at least a 2.5 average in college to receive full program benefits (academic help is available as needed). Selection is further based on leadership traits, available program funding and interest in pursuing professional careers in the above sciences. Indian students interested in this program should contact their respective high school, college, university, BIA, IRDI, and Tribal higher education department counselors for further information.

PROGRAM OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

University Orientation—summer programs are held at many universities and colleges for selected sophomores, juniors and seniors who meet the eligibility requirements. Most programs are designed to acquaint Indian high school students to university and campus life, faculty, facilities and student services, and to expose them to various college majors. Information on college preparation, admissions, housing, financial aids, required entrance tests and related matters may be available from high school, college, BIA, tribal higher education counselors/academic advisors and IRDI campus representatives.

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PROGRAM OPPORTUNITIES FOR UNIVERSITY AND COLLEGE STUDENTS

- Study for college degrees and advanced degrees. American Indian students may select a college or university in the state of their residence or one agreed to by the respective Tribal or BIA Higher Education Departments.
- Summer and work experience assignments for pay.
- Cooperative Education assignments may be available to students upon completion of freshman year. Students may receive Co-op type of work experience assignments for pay in areas related to their majors. These assignments last for an entire semester, rotated with a semester of college study and may be continued until students receive their bachelors degree (travel expenses to work location and start up allowances prior to receipt of first paycheck may be available).
- College credit may be arranged by the student for work experience assignments. Students should contact academic advisor to arrange credit prior to assignment.

- Part-time work experience jobs may be available on or off-campus.
- Opportunity to attend seminars, training and short courses related to stated majors.
- Selected students attend the expense-paid American Indian Leadership Seminar held to give student participants an overview of federal, state and tribal policies, plus insight into relationships in human resources, economic and natural resources development, operation and management.

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FINANCIAL AIDS/GRANTS

Potential sources for information regarding financial assistance:

- High school counselors
- Financial aid offices at each university and college
- Tribal Higher Education and Scholarship Departments
- Bureau of Indian Affairs Higher Education and Employment Assistance Offices
- U.S. Department of Health and Welfare Programs.
- U.S. Department of Education, Higher Education and Fellowship Programs
- University Incentive and other grants
- Basic Educational Opportunity Grant (BEOG)
- Work-study program (students attend classes while working up to 20 hours per week) - contact college and university financial aid offices.
- Graduate assistantships and part-time jobs may be available with universities and colleges for advanced degree study.

College bound students should apply for college admission, financial aid, and living quarters, if possible, at least six months before they plan to enter college.

NATIVE AMERICAN PROGRAMS/AMERICAN INDIAN ORGANIZATIONS

Universities and colleges may have a Native American Program (NAP) available to provide services to American Indian students such as: academic counseling, tutoring, advisement, financial aid, health service information, tribal scholarships, placement, duplicating services and possible part-time employment. Some NAP's also have American Indian Organizations available for Indian and non-Indian students to participate in.

FOR APPLICATIONS OR MORE INFORMATION

Complete and return the attached postpaid form or call collect Russel E. Kilgore, IRDI Program Director, (505) 646-3224.

BEST COPY AVAILABLE

PLEASE SEND ME ADDITIONAL INFORMATION ON THE FOLLOWING SUBJECTS WHICH I HAVE CHECKED:

Majors in:

( ) Agricultural Sciences
( ) Trust and Real Property Management
( ) Business Administration
( ) Engineering
( ) Energy Resources
( ) Veterinary
( ) Natural Resources
( ) Recreation and Tourism

High School ( ) will graduate in 19_____

College student ( )

Where_____ Major_____

University (College) of Interest:_____
(name of institution)

Other Interests:

( ) IRDI program application
( ) Tribal Scholarships
( ) Other Scholarships
( ) Graduate degrees and assistantships
( ) American Indian Programs/Organizations
( ) Work Experience/Co-op Assignments

Name_____ Phone:_____
(area code)

Mailing Address:_____
(Street or Box No.) (City) (State) (Zip Code)

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Program Activities

Dissemination of Information:

Information on Program activities, benefits, and opportunities is disseminated through media news items, group meetings with tribal members, students, universities, colleges, high schools and others, by university, college, and high school representatives, by tribal members, program participants, university, college, and high school instructors, counselors, and others.

These efforts have been successful, but often many high school and college students do not receive program information on a timely and useable basis. Consequently, our efforts to disseminate program information, being of prime importance, is pursued the entire year and revised, as desirable, to continue to produce effective results.

Recruitment

Recruitment efforts are year round using dissemination o information and group meetings as a basis and regular follow-up on inquiries, requests for information, and applications received. At present, program participants must be planning to enter college, be college students or graduates, graduates pursuing advanced degrees and otherwise, eligible to participate.

Inquiries, requests for information, and applications have increased annually. The number of program participants has also increased annually. More Indian student program participants are graduating annually, as well as, the number of Indian students interested in pursuing advanced degrees. Requests for information on the Program, colleges to attend, and college majors are given priority follow-up. Referrals are made to the universities, colleges, and departments of the student's choice. For majors offered only by a few universities, such as forestry, mining, and veterinary medicine, students are given information as to suitable institutions. In each case, institutions are given information on students for their follow-up.

Counseling and Advisement

Efforts on counseling and advisement are closely coordinated with high schools, tribal, and college officials. Students are encouraged to seek reliable information from all sources to aid them in making good decisions on college majors and career choices. Advisement and counseling for Indian high school students is very important to insure that they have the best possible information on careers and opportunities available to them. Participants are encouraged to consult regularly with their university academic advisors and counselors.

College Majors and Career Opportunities

Lack of reliable information on college majors and career opportunities, lack of high school preparation, and lack of knowledge have been hinderances to Indian college students choosing better courses of study. Program participants are exposed to desirable college major choices and given assistance in choosing majors best suitable to them. As a result of better knowledge, participants are choosing majors in hard science areas, formerly by passed. Many of the desirable shortage catagories are being given increased attention. Indian students are entering engineering, energy, business administration and management fields in greater numbers. Interest in agricultural sciences has improved but needs to be given much greater attention.

Monitoring Academic Progress

Considerable interest and improvement has developed in monitoring academic progress of Indian college students. Universities and colleges are accurately aware of recruitment costs, poor academic progress, and, too often, low retention of Indian students in college.

Most universities and colleges have considerable assistance available to Indian students. Assistance includes many activities relative to study habits, note taking, listening, comprehension, reading, and tutors. Indian students have too often not taken advantage of these services until too late to be of real assistance.

The IRDI Program established a minimum grade point average (GPA) of 2.5 for program participants and offers assistance to meet and exceed the minimum. Awareness of the importance of GPA, the desire to succeed, and available assistance has been helpful to participants in becoming better students and achieving higher GPA's.

Universities, colleges, and departments are most helpful to Indian students, showing genuine interest and encouraging Indian students on academic progress, even with improving low GPA's, and student retention is a matter of concern and will be given increased attention.

Work Experience Assignments

Academic education in natural resources, energy, economic development, operation and management with major-related work experience for pay is one of the basic concepts of the Program. Early interest by students in work experience was evident from the start of the Program. Increased interest continues with students seeking work experience opportunities during summer breaks and for longer periods.

Program arranged summer work experience assignments predominated in the earlier program years. Increasingly each year as the program proceeds, students have become interested in seeking assignments on their own and requests from companies and agencies for Indian students to take summer and longer work experience assignments have increased. We encourage students in this regard, as well as, companies and agencies. However, the increasing number of program participants and the increased numbers of majors in science fields require the Program to accelerate activity in seeking work assignments annually.

Originally, summer work experience assignments were predominent. Requests by companies and agencies for participants for longer and other periods and the desire of students to gain additional varied experience permitted the Program to seek work experience opportunities as cooperative education (coop) assignments. Coop assignments usually permits a student to rotate a semester of off-campus major-related work experience with a semester of on-campus study. Coop assignments are increasing in popularity, in number of assignments being offered by employers, and being accepted by students. College credit for work experience and coop assignments may be arranged by the students with their academic advisors.

With increasing competition for scholarship and grant funds and the desire for major-related work experience, assignments should increase the number of Indian students requesting coop assignments.

The Bureau of Indian Affairs (BIA) and other federal and state agencies offer attractive coop opportunities for Indiar college students. Over 450 Indian students have participated in summer major-related work experience and coop assignments.

Campus Representatives

The need for improvement of contacts with high school and college students and ways to disseminate information at their institutions led to appointing student campus representatives. The campus representative program has become popular and effective. Competition has developed among students to become campus representatives. Most high schools, universities, and colleges have campus representatives appointed annually. The same person may serve more than one year. High school representatives often become campus representatives at the higher education institutions that they attend. Being a campus representative provides the students an opportunity to enter the IRDI Program, gain experience, improve confidence, and promote leadership ability. Responsibilities of campus representatives have been gradually increased with additional duties added each year. The following form letters give information on suggested duties for high school and college campus representatives.

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

We are pleased that you have been selected to be the Indian Resources Development and Internship Program (IRDI) representative for your university, college, high school, tribe or your home community.

Your checks will be mailed about mid-December and mid-May, unless you advise an earlier date is more desirable.

Enclosed or under separate cover you will receive IRDI signs, calling cards, and material (brochures, bulletins, catalogues, applications, other information, etc.) for assisting Indian students with selection of a university or college to attend, and majors, work experience assignments etc. Please let us know if you need different kinds of information material.

I hope you will let your school counselor and students know you are the IRDI Campus Representative and that you keep the counselors' office stocked with IRDI brochures and applications and other material. If not already done, please let me know your permanent or home address, college, high school or other address and phone numbers, and change in address, phone number, or name that occurs.

Enclosed are copies of the IRDI brochure and application, please complete and return an application and urge other students to complete and return an application.

I would like to be kept up to date on Indian activities at your school, tribe and community, and if possible advance meeting dates of Indian clubs, Indian days and other functions. Names, addresses and phone numbers of presidents or chairmen of Indian clubs and organizations will be helpful. I am usually available to meet with students, counselors, teachers, parents, Indian clubs, tribes and communities with some advance notice. I hope you will be very active and let others know about the IRDI Program opportunities and benefits. Please call (505) 646-3224 collect or write when you need more material, additional information, or assistance. Let me know if I can be helpful to you or others in any way.

Sincerely yours,

Russel E. Kilgore

Russel E. Kilgore
Program Director

REK

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

To: High School Counselors, Liaisons Officers, Students and others.

Re: High School Representative for Indian Resources Development and Internship Program (IRDI)

We need a good outgoing Indian student representative in your high school to assist with the coming school year's IRDI Programs to explain the program and benefits to students, faculty, and others for proposed college majors in agriculture, natural resources, sciences, engineering, energy, geosciences, mining, minerals, management, business administration, economics, accounting, marketing, statistics, communications, environment, and related majors. We offer training, work experience, and supply the student with information, brochures, and material.

The amount of time and work required is limited. We pay $25.00 twice a year on or about December 10 and May 10 for services rendered.

Suggested types of services would be:

1. Contact and discuss the IRDI Program with Indian students, and other Indian people who plan to go to college and provide them with brochures, information, and assistance.
2. Regular contact with high school liaison officers, counselors, officials, and teachers on IRDI Program information.
3. Arranging meetings with students, counselors, and others on my periodic visits to your high school or community.
4. Contact with tribal, pueblo and BIA scholarship officers and counselors on scholarships for students planning to attend college.
5. Provide information to teachers, counselors, students, and others on summer programs at universities and colleges for Indian students.
6. Assist with recruiting high school students for Summer College Programs.
7. Other contacts as requested.
8. Other assistance as needed and agreed to.
9. Preparing and sending a monthly report on activities related to IRDI, contacts, meetings, accomplishments, questions needing answers, requests for information, suggestions, and requests for material.

My contact will be by phone calls, letters, and periodic visits, possibly one or more times each semester.

We will supply college and university brochures on majors, and other information needed. Material furnished will be primarily for universities and colleges in your state. Information on institutions in other states will be sent on request and we will provide:

1. An attractive sign or signs to place in the counselors office and/or other desirable places listing the campus representatives.

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

Re: University and College, tribe and community Campus Representatives, for the Indian Resources Development and Internship Program (IRDI)

Dear Colleague:

The IRDI Program needs one or more student representatives on your campus for the coming school year to assist with the Indian Resources Development and Internship Program. An IRDI representative may also be desirable for your Indian tribe and communities. (Copy of program brochure, application and my card are attached).

The amount of time and work required will be limited. We will pay $50.00 twice a year on or about December 10, and May 10, for services rendered. A reasonable payment could be arranged if the summer quarters or sessions are also attended and for tribe and/or community representatives during summer periods.

Suggested services would be:

1. Contact and discussing the program with Indian students.
2. Contact with university officials, counselors, faculty and others.
3. Arranging meetings with students and faculty on my periodic visits to your campus.
4. Contact with student participants on the Annual Leadership and other Seminars and field trips.
5. Contact with student participants on work experience assignments and cooperative education assignments.
6. Contact with the tribal higher and BIA education officers and education counselors for your campus.
7. Possible contacts in your home community explaining the program to students, tribal members, leaders and others.
8. Keeping an up to date list of Indian college students on your campus, addresses, phone numbers and changes, majors, and assistance needed by students and others.
9. Making monthly report of program activities.

We will provide you with information and brochures on college majors, job opportunities, attractive signs for placement in selected locations listing you as the IRDI representative and calling cards for your use. My contacts with you would be by phone calls, letters, and periodic visits. Possibly one or more each semester.

If you would be willing to assist, please write or call me collect at (505) 646-3224. If for some reason you cannot assist, please suggest another person who may be interested.

Sincerely,

Russel E. Kilgore

Russel E. Kilgore
Program Director

Seminars, Short Courses, and Field Trips

Special topic seminars, field trips, and short courses have been important program activities each year. These activities supplement academic studies and related student work experience. Business, management, agriculture, and leadership seminars and tours are popular and have benefited many participants annually. The American Indian Leadership Seminar conducted annually has high participant interest and has proven most valuable to those attending. This seminar has been held at the Arizona State University, twice at the San Juan College in Farmington, New Mexico, in connection with the Navajo Agricultural Products Industry, and in Washington, D.C. in connection with BIA and other federal agencies and Congress. The 1980 Seminar was held in Santa Fe, New Mexico, while the New Mexico State Legislature was in session and was participated in by Governor Bruce King, his cabinet members, and state agencies. The report on the 1980 American Indian Leadership Seminar, as an example, follow.

THE FIFTH ANNUAL

AMERICAN INDIAN LEADERSHIP SEMINAR

INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM

SCIENCES IN AGRICULTURE, ENGINEERING, ENERGY, BUSINESS, MANAGEMENT

ECONOMIC DEVELOPMENT, NATURAL RESOURCES AND ENVIRONMENT

FEBRUARY 5-9, 1980

SANTA FE, NEW MEXICO

SPONSORED BY:

W. K. KELLOGG FOUNDATION

FOUR CORNERS REGIONAL COMMISSION

INDIAN TRIBES

OTHER FEDERAL AND STATE AGENCIES

NEW MEXICO STATE UNIVERSITY

AND

OTHER COOPERATING UNIVERSITIES

Report of the

Fifth Annual American Indian Leadership Seminar

Santa Fe, New Mexico

February 5 - 9, 1980

Introduction

The 1980 American Indian Leadership Seminar was held in Santa Fe, New Mexico, as guest of Governor Bruce King and the New Mexico State Legislature, which was in session. The seminar was designed to provide the participants with greater exposure, understanding, and experiences about the fundamentals of leadership and the organizational, administrative, political, technical, and operative structure at the state and tribal levels of government. The emphasis was on administrative, scientific, and technical management in state and tribal governments related to natural and human resources development.

With the New Mexico Legislature in session, greater accessibility was offered to a wide variety of state agencies and departmental personnel, state legislators and others in leadership and decision making positions, as well as to observe the New Mexico Senate and the House of Representatives in session and the deliberation of legislation committees.

The Leadership Seminar is one part of the Indian Resources Development and Internship Program. The Leadership Seminar was a cooperative endeavor sponsored by the W. K. Kellogg Foundation, the Four Corners Regional Commission, the Bureau of Indian Affairs, other federal and state agencies, Indian tribes, New Mexico State University, and other cooperating universities.

The Seminar was planned and conducted under general leadership of Dr. William D. Gorman, Professor, Department of Agricultural Economics and Agricultural Business, and Mr. Russel E. Kilgore, Program Director, Indian Resources Development and Internship Program. They were assisted by Mr. Jacob Tejada, Seminar Coordinator, Miss Lydia Duran, Secretary, Department of Agricultural Economics and Agricultural Business, New Mexico State University, and 35 resource people, of which 12 were American Indian Leaders including Mr. William E. Hallett, Commissioner, Bureau of Indian Affairs in Washington, D. C.

The overall purpose of the Seminar was as follows:

To provide an opportunity for American Indian college participants, men and women, freshmen through graduates, participating in the Indian Resources Development and Internship Program to acquire added exposure, increase their knowledge and understanding about fundamentals of leadership, and become aware of the need for greater leadership development. The emphasis was on administrative, scientific, and technical management in state and tribal governments related to natural and human resources development, and to acquire a greater understanding of administrative and legislative functions and operations of state and tribal governments.

More specifically, the objectives were as follows:

That young American Indians

--become better informed about the fundamentals and functions of leadership in high level administrative, technical, and management positions in government

--get a broader and better understanding of various programs at state, national, and local levels of government, their impact

upon the Indian people and tribes, and upon the development of human and natural resources

--acquire greater understanding of the relationship of various factors associated with governmental, administrative, and technical management

--come in personal contact with state and Indian officials, state legislators, including administrative state personnel and Indian leaders

--become aware of the educational needs and experience for careers in government, and management, available to university students and graduates

--get a better understanding of state government, state agencies' relationship to tribal government, and the administration and operations of government at federal, state, and local levels

The Participants

A total of 48 persons, including the staff, guests and visitors, participated in the four-day seminar. Thirty-seven were Indian college students and graduates, some already in management, administrative and counseling positions. They consisted of 18 men and 19 women. They represented 16 colleges and universities and several tribes within the States of Arizona, Colorado, Nevada, New Mexico, and Utah. (For list of participants, see Appendix A). Of the 37 participants, three were college freshmen, five sophomores, three juniors, ten seniors, and sixteen graduates. The student participants were provided with travel expenses, and expense allowance and $100 stipend. Those with full-time employment did not receive a stipend.

The seminar topics the participants rated of highest value to the participants were the following: Legal aspects of Indian Resources, water resources and water rights, energy resources, college majors and careers discussed by a panel of College Deans representing Colleges of Engineering, Agriculture, and Business Administration and Economics, and the message from Mr. David King, Secretary of the New Mexico Department of Finance and Administration. Other topics rating high were messages from speakers in leadership positions. Among those were Mr. Frank Tenorio, Secretary-Treasurer of the All Indian Pueblo Council and Mr. Frank Paul, Vice Chairman, Navajo Tribal Council. Their messages were mainly of encouragement and challenges to the students to prepare themselves through higher education to take their place among those in leadership positions, not only among the Indian people but in society in general. Mr. Paul further emphasized that Indians must also get professional work experience which is so necessary in the reservations. Each of the Indian speakers relayed their struggle and successes toward achieving greater competencies in quest of reaching their life goals, be it in technical, political, administrative or management competencies. Among the highlights of the program was the message by Mr. William E. Hallett, Commissioner, Bureau of Indian Affairs, Washington, D.C. In his message he outlined the general national objectives of the Bureau of Indian Affairs. He explained the relationship of the Bureau of Indian Affairs at national, area levels, and Indian tribes. Judging from the many questions he got from the seminar participants, his remarks provoked much thinking and concern about problems of and opportunities for American Indians and the direction the Bureau at national level was pursuing. Considerable time was devoted in the seminar to higher academic needs, degrees, and advanced

In December, 1979, announcements of the Seminar together with an application were sent to many prospective applicants currently enrolled in the Indian Resources Development and Internship Program. Those presently attending college were recruited from among colleges and universities in the Four Corner States, plus Nevada. Some graduates were recruited from public agencies and private industry where they were employed. Factors used in the selection were: evidence of leadership traits and potential, a high grade point average in college studies, a high interest in agriculture, engineering, business administration, management, energy and related sciences. Assisting with recruiting and selection were college and university counselors, college student representatives of the Internship Program, Indian Tribes, and Bureau of Indian Affairs Personnel. The 1980 Leadership Seminar attracted applicants from various states, tribes, and pueblos not previously involved in program activities, as well as a proportionately high number of graduates. Many college student participants desiring to attend the seminar were unable to do so because of pressure of college projects and academic studies.

The Program:

The development and planning of the seminar program involved and reflected the combined efforts of many people, including the Governor of New Mexico, Mr. Bruce King, and members of his staff, state legislators, representatives from Indian tribes, and the All Indian Pueblo Council, former seminar participants, prospective new participants, Bureau of Indian Affairs at area and agency level, and at participating universities. (See Appendix b for Program Agenda). Especially helpful were State Representative Dr. William O'Donnell, State Senator Gladys Hansen, Mr.

David W. King, Secretary of the New Mexico Department of Finance and Administration.

The Program provided wide exposure and variety for the participants about governmental and interrelated functions comprising the state system ... administrative programs of concern to all people including the American ...ns. The participants observed legislative committee's hearings and the House of Representatives and the Senate in session. They learned the process of legislation formulation and the role, functions and influence of the various state agencies, departments and special interest groups in legislative matters. The seminar program palced great emphasis upon the Natural Resources in New Mexico, its situation, its development, present and future, and upon the human resources, among which were careers training needs, and employment opportunities in administrative management and technical agriculture, engineering, natural resources development, energy and related sciences, especially as these are applicable to the Indian population. Throughout the seminar the importance of professional preparation through education and experience was stressed for successful leadership. The participants were better able to assess the need for becoming better trained both academically and technically, and plan their future accordingly. The seminar provided the opportunity for student participants to learn of intern job opportunities for American Indians in the fields of natural resources management, economic and energy development, mining and minerals development, water resources and environment, in federal, state and tribal agencies, companies, and industry. Because of personal contacts made with prospective employers, participants learned of employment and training opportunities and the value of contacts with business leaders.

degrees, as well as financial assistance and other services available to American Indians who want to pursue education beyond high school.

A welcomed visitor participant throughout most of the seminar was Dr. Gary King, Program Director, W. K. Kellogg Foundation, one of the sponsors of the Indian Resources Development and Internship Program. Through his remarks, Dr. King expressed the Foundation's faith, support, and sincere dedication to help the development of American Indians, their communities, tribes, and pueblos. New Mexico Governor, Bruce King expressed concern about the rate of unemployment among New Mexico Indians and pledged his support to help promote employment opportunities for them not only within state agencies but also on Indian reservations and elsewhere. He stressed the need for skilled and professionally trained Indians. He encouraged the students to acquire higher education as a means to increase their employability.

The seminar participants left with a much better understanding of the opportunities open for them, a more complete understanding of the New Mexico legislative functions and operations, and, also, about the interrelationship of the various state agencies and departments and the Indian tribes. The participants are better able to assess why and how their wants should be in balance with other segments of society and the state and national economy.

There was active involvement of the participants with most seminar speakers. Through this interchange of communications the speakers became more aware and sensitive to the attitudes, concerns, and felt needs of the young Indian men and women.

Throughout the seminar, it was constantly stressed upon the seminar participants that this was a leadership development seminar, therefore,

they should look for and access those leadership attributes, traits, qualities, functions, competencies, and training requirements of the seminar speakers, tribal leaders, state legislators, state officials, and others with whom they came in contact. The participants were to evaluate those factors in terms of their individual goals, values, training, and leadership abilities as present and future leaders among the Indian people and among society in general. As one additional means for developing greater experience in leadership, developing confidence and skill, the participants presided at each seminar session.

At the conclusion of the seminar each participant who completed the seminar was awarded a certificate in recognition of their achievement.

Seminar Evaluation

In finalizing the seminar program, the participants were involved in oral and written evaluation of the seminar. Als participating in the evaluation were resource people and members of the training team. Suggestions for future seminar locations, program ideas, and speakers were obtained.

Over all the participants responding to the written questionnaire rated the seminar "very g d or excellent". Only two thought it was "good". The staff concurs with the rating made by the participants. The respondents rated the value to them of the various sessions or program topics felt those dealing with legal aspects of Indian resource development, including water rights, were of most value to them. They also expressed having derived great value from the sessions with speakers who are American Indian Leaders, high officials of the State of New Mexico, and those in high administrative positons. Included among activities of

high interest were the sessions the students attended while the legislature was in session and in legislative committee meetings. Among the things the participants said were outstanding about the seminar were: (1) becoming aware of the legislative process of the state government; (2) the exposure to the diverse professional and the great efforts involved in each field in order to maintain optimum efficiency; (3) the wide variety and high quality of the speakers and their ability to answer the questions asked them and including their attitude about being in leadership positions; (4) the discussions about the problems facing the State of New Mexico, the region, and Indian tribes because of energy crisis; (5) the opportunity for acquaintance and sharing of ideas and concerns with students in other colleges and members of other tribes within and out of state; (6) the discussion about inflation effects, present and future, upon the economy, agricultural productions, natural resources and scientific technological developments in general; (7) the large number of Indian speakers; (8) the opportunity for establishing contacts with people in position to help the students with employment, continued educational advancement and other felt needs; and (9) the high quality of the seminar program.

The respondents listed very few things about the seminar that they disliked or which were least effective. Among those mentioned were: (1) the inadequacy of the conference room to accommodate the number of participants and guests involved; (2) lack of sufficient time and opportunities for more questions and answers; (3) not enough use of visual aids; and (4) program somewhat lacking in balance in regard to the needs and concerns of other Indian tribes.

In general, all the speakers were well accepted, competent in their assigned or chosen topic, and effective in their presentation considering the limited time allowed each one.

Recommendations:

The participants want to be involved in helping plan next year's seminar. This suggestion and recommendations together with those from resource people and the seminar staff and experiences gained from previous year's seminar, form the basis for the following suggestions and recommendations: (1) Involve in the planning of seminars more participants who have attended previous leadership seminars; (2) continue to use a high number of young American Indian and Indian leaders as speakers; (3) continue selection of students and graduates with high interest and leadership potential. Hold numbers to about 30 but expand the number of tribes and pueblos represented; (4) continue to use and involve seminar participants in presiding and conducting program sessions as means to improve their leadership skills; (5) consider holding the 1981 seminar in one of the following locations: Window Rock, Arizona, Arizona State University, New Mexico State University-Branch Campus in Farmington, New Mexico, University of Arizona, Washington, D. C., Denver, Colorado, or an Indian Reservation; (6) include in the seminar program a panel with members who have previously atended one or more leadership seminars such as this one; (7) schedule the seminar to coincide with the universities' spring break; (8) announce the seminar at least four months in advance of the scheduled date; (9) provide better conference rooms and facilities; (10) include a session on the Council of Energy Resource Tribes (CERT); and (11) continue the session on pursuing higher academic education.

College Orientation for High School Students

College orientation programs have been held annually for college oriented high school sophmore and junior students at New Mexico State University (NMSU). The orientation has been popular and profitable to Indian students. Selection of tenth and eleventh grade students permits them to gain information on college life, majors, and career opportunities and return to their high schools and prepare for chosen majors. Students may select majors and universities of their choice. Many orientation participants become program high school campus representatives and, later, university program campus representatives.

Summer programs for Indian and other minority high school students are being initiated and held at many universitities and colleges. Most of the university summer programs are in science and engineering fields.

In order to be of assistance to Indian students desiring to attend summer sessions and institutions, we plan to prepare and distribute a list of summer sessions open to Indian students. Information included will cover locations, cost, if any, subjects, objectives, and eligibility. Some universities invite juniors and seniors and offer college credit.

The NMSU Orientation has varied the number of students attending from a low number of 35 to nearly 100 and have found the optium number is about 60. The period of time has varied from three days to two weeks. We believe three to five days on campus is adequate for limited orientation, when considering cost, use of student and faculty time, and related matters. The report on the 1980 Orientation, as an example, follows.

INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM

FOURTH ANNUAL

AMERICAN INDIAN HIGH SCHOOL STUDENT ORIENTATION

June 8 - 14, 1980

NEW MEXICO STATE UNIVERSITY
Las Cruces, New Mexico

Sponsored by:

NEW MEXICO HIGH SCHOOLS

BUREAU OF INDIAN AFFAIRS

W. K. KELLOGG FOUNDATION

INDIAN TRIBES AND PUEBLOS

FOUR CORNERS REGIONAL COMMISSION

OTHER FEDERAL AND STATE AGENCIES

1980 REPORT OF THE AMERICAN INDIAN HIGH SCHOOL STUDENT ORIENTATION

INTRODUCTION

The orientation is a part of the Indian Resources Development and Internship Program with headquarters at New Mexico State University. The program is conducted in cooperation with New Mexico high schools, Indian tribes and pueblos, the Bureau of Indian Affairs, the Four Corners Regional Commission, and the W. K. Kellogg Foundation Association.

The 1980 orientation covered seven days, June 8 through 14, including travel time. It was designed to acquaint American Indian high school sophomores and juniors with a wide variety of academic college majors, programs, careers, and job opportunities. The emphasis was in agriculture, management, engineering, business administration, economics, natural resources, and energy. The orientation students learned about and received general understanding of financial and other college services available to the students to help them adjust and succeed in college studies. The students had exposure to actual college life situations including housing, food service, recreation, sports and physical development, and contacts with college students and faculty members.

The orientation was conducted under the leadership and supervision of Dr. William D. Gorman, Professor of the Department of Agricultural Economics and Agricultural Business, and Mr. Russel E. Kilgore, Program Director of the Indian Resources Development and Internship Program. They were assisted by Jacob Tejada, Orientation Coordinator, Mrs. Jo Ann Hill, Instructor in Physical Education and Health Science, 48 volunteer faculty and staff members

of New Mexico State University, six college student peer counselors, and two adult high school counselors/chaperones. Guest speakers included Mr. Wendell Chino, President of the Mescalero Apache Tribal Council. A total of 66 students participated: 20 boys and 46 girls, an increase of 18 students over 1979. They represented 31 high schools with Indian student enrollment, five more than in 1979.

The students were provided with lodging, food, transportation, and limited medical group insurance at no cost to them. In addition, each student received a $50.00 stipend and free use of most university recreational and sports facilities.

OBJECTIVES

The overall purpose of the orientation was the following:

> provide opportunity for Indian high school students to get acquainted with university and campus life, faculty, facilities, and student services, and to be exposed to college academic majors in agriculture, engineering, energy, and business administration and management

More specifically, that the 1979-80 high school sophomores and juniors

> become acquainted with university life at NMSU, its faculty, facilities, and services available to the students
>
> learn about college majors in agriculture, engineering, business administration and related careers
>
> become stimulated and motivated to want to pursue academic education beyond the high school level and pursue those courses of study in high school that will help them to prepare more closely to be successful in college studies leading to their career objectives
>
> interact with NMSU college students and faculty on campus

PROGRAM CONTENT

A six-person advisory planning committee assisted with the development of the program objectives, general organization, and content of the orientation. The committee members represented the office of American Indian Studies, the

Colleges of Agriculture, Engineering, Business Administration and Economics, and the Indian Resources Development and Internship Program. The committee took into consideration the recommendations and suggestions offered by peer student counselors, faculty, and orientation students from previous years. In general, the orientation program consisted of the following,

1 1/4 day:	General introduction to New Mexico State University, its organizational structure, administration, services available to the students, and campus facilities including a tour of the library
1 1/2 day:	College of Agriculture and Home Economics
1 1/4 day:	College of Engineering
3/4 day:	College of Business Administration and Economics
2 days:	Travel, Sunday, June 8 and Saturday, June 14

The orientation provided a balance of classroom-type instruction, fieldwork, tours, laboratory visitations and demonstrations, free time, and planned recreation. The students readily accepted and were well pleased with the program and activities. The program was designed to provide as wide a variety of exposure and learning experiences as the available time would permit. Field work in animal science, agronomy and horticulture was purposely held during the mornings to minimize the discomfort from the summer heat as much as possible. The visit to Legg's Productions, Inc., a local manufacturing firm, was very well accepted by the students. The firm provided excellent opportunities to learn and reinforce the need for trained and skillful personnel in production, engineering, management, skilled labor, marketing and accounting.

The sessions held, dealing with services and programs available to college students, were highly acceptable to the student participants. Discussions included financial programs administered by various departments within New Mexico State University and others, and the cooperative education (Co-op)

program. Counseling and special student development services were given high emphasis. The students were made aware of services available to them at the college level to help them adjust and succeed in their studies. The engineering phase of the orientation was rated highly by the students.

The highlight of the orientation was the keynote message delivered by Mr. Wendell Chino, President of the Mescalero Apache Tribal Council, at the luncheon/banquet. His message of encouragement and challenge was appropriate, timely, and in keeping with the 1980 orientation objectives. The luncheon session was further enhanced by the attendance of university deans, administrative staff, department heads, and faculty members of New Mexico State University. These afforded them and the students the opportunity to become acquainted and exchange ideas, which proved mutually beneficial.

There was greater participation in the planned sports than in previous years. This, in part, was due to the competitive sports held with other groups and faculty members.

STUDENT RECRUITMENT AND SELECTION

Recruitment of students for the orientation started in January. Written informational material was sent in February to New Mexico high schools with Indian student enrollment. The informational material was designed to get the cooperation and assistance of high school counselors and principals to publicize, encourage, and help eligible students to apply before April 15. An application from the student was required. Similar information was sent to concerned personnel in the Bureau of Indian Affairs (BIA), Indian tribal officials, Indian Resources Development and Internship Program student representatives in high schools, and to representatives of the Johnson O'Malley program

It was proposed that each high school with Indian student enrollment

select one candidate and at least one alternate student to participate in the orientation. Students selected should have demonstrated leadership traits, high interest in pursuing academic education beyond high school level in the areas of agriculture, engineering, business administration, management, energy, and related fields, as well as scholastic ability (2.5 or higher grade point average). In April, follow-up contacts were made with high school counselors or principals not having already referred students.

A total of 87 students applied from 33 high schools in New Mexico, two each in Colorado and Arizona, and one in Utah. The number of female applicants was more than double the number of male applicants. Seventy-two students were sent written invitations to participate in the orientation of which 66 students attended representing 14 different tribes and/or pueblos
The students consisted of 20 high school sophomores, 43 juniors, and 3 seniors. Especially helpful in publicizing the orientation and encouraging and motivating eligible high school students to apply were prior year orientation students who were also the IRDI student campus representatives in their respective high schools.

TRAVEL

The majority of the students participating came from communities over 300 miles distance from New Mexico State University. Most were transported in two school-type buses. One served the students from the Tohatchi, Gallup, Zuni, and Laguna areas, and the other from the Shiprock, Farmington, Cuba, Jemez Springs, Espanola, Santa Fe, and Albuquerque areas. The students from Espanola, McCurdy Mission, Pojoaque, and Santa Fe high schools were transported to Albuquerque to meet the bus serving the Shiprock area. The arrangements were made by Mr. Ramos Sanchez, Director of the Eight Northern Indian Pueblo Council Education Talent Search Project. The students from Tularosa High

School were transported by the parents of one of the students. The student from Ft. Duchense, Utah traveled by commercial bus. His travel expense was provided by the Ute Tribe.

MEDICAL CARE AND INSURANCE

Provisions were made for medical care and insurance for the students, chaperones, and peer counselors. A special group insurance policy was obtained to cover illness and accident injuries. Arrangements were made with the New Mexico State University Student Health Center to provide services for minor illnesses or injuries. In addition, provisions were made through the cooperation of the Indian Health Service Area Offices in Window Rock, Arizona and in Albuquerque, New Mexico for services in case of serious illness or injuries to the students. There were only two minor cases requiring medical attention. Because most students were below 18 years of age, each student was required to file a medical authorization signed by their parents or guardian. This would assure prompt treatment in case of needed medical attention.

STAFF AND STUDENT PEER COUNSELORS

More than 55 university personnel, administrators, faculty, and staff, along with 35 college students, were involved and assisted to plan and/or conduct the orientation. Three adults chaperoned the students. They were Ms. Margaret Martinez, Mr. Nick A. Romero, and Mrs. Sadie Trujillo. In addition, eight Indian college students served as peer student counselors to help conduct the orientation, supervise, and counsel with the students. Mrs. Jo Ann Hill, an Indian instructor of Physical Education and Health Science at New Mexico State University, planned, coordinated, and supervised the sports and recreational activities.

The peer student counselors were necessary and useful towards achieving

the orientation objectives and the supervision of the students.

EVALUATION

Planning, preparing, and evaluating the orientation was a continuous process. At the conclusion of the orientation, each student completed a written questionnaire designed to help determine how valuable each session was to them. In addition, the staff and student peer counselors were involved in evaluating the orientation and making suggestions for possible changes and/or improvement of future orientations. It was concluded that the orientation, in general, was very successful. This was supported also by the student's responses in their evaluation questionnaire (see Appendix G for the statistical summary). Sixty-two of the 66 students completed the questionnaire in part or in total. Their answers to the question: "Overall, how do you rate this Orientation Program?" were as follows: Fair 1, Good 6, Very Good 30, Excellent 25.

This year's orientation group followed the trend of previous orientation groups in rating the engineering sessions, in general, more to their liking. The diversity of engineering facilities lend themselves more than others for more laboratories and shop visitations, as well as engineering type demonstrations involving students and faculty. Based on the student evaluation responses, the outstanding session was the luncheon/banquet with the guest speaker, Mr. Wendell Chino, President of the Mescalero Apache Tribal Council, and several top New Mexico State University administrators and faculty members in attendance. Entertainment and recreational and sports activities, in which the students participated, were rated highly as were the session on Indian programs and services for students. The session, an introduction to programs, majors, and careers in fishery and wildlife, received a high rating

Among the things the students most frequently mentioned as having been

most useful to them include the following: (1) the brochures and pamphlets provided about majors and careers, (2) college costs, scholarships and financial aid for students, (3) college academic majors and career opportunities, (4) emphasis placed on need for mathematics and science to succeed in college studies, and (5) getting acquainted with the university campus, its facilities, faculty, and students.

Each student was asked to list three things he/she liked the best about the orientation. Among those frequently mentioned were: (1) the message by the guest speaker, Mr. Wendell Chino, (2) sports and recreational activities during free time and evenings, (3) opportunity to make new acquaintances and friends, (4) the tours and especially the visit to the manufacturing firm, (5) the departments of engineering, (6) the favorable attitude of the leaders and faculty and their encouragement and concern for Indian students, (7) the agricultural programs and tour of the facilities, and (8) the opportunity for having participated in the orientation with all it had to offer.

The following are statements written by the students:

> "I thoroughly enjoyed the program. I'm going to advise other students at my high school to participate. I thought it was very worthwhile. Because of this orientation, I am seriously considering New Mexico State University, primarily in the field of Agriculture. . ."
>
> "I would like to thank you all for a great time and would like you to know that the information I received will help me to prepare myself for the future in choosing a career in the right field for me."
>
> "The orientation in my opinion is very worthwhile. I have learned a great deal about things I will need in college also the many student services available. I have never been away from home before this, and have enjoyed the opportunity to meet new faces. I had not before the orientation really considered this school. But now I will. The emphasis put on continuing school has convinced me to continue. I thank you for letting me have the opportunity to participate in the program."
>
> "This orientation really helped me a lot by getting the experience in dormitory life and in being a part of college

life for a week. Also by meeting other students from surrounding schools."

It was a very interesting and exciting experience for me and I enjoyed it. I thank you very much for giving me the opportunity to attend; it was very worthwhile and educational."

"My comments on the orientation were that it was very well established and organized."

"The orientation was fun and it gave me a clear understanding of the many different majors in college."

The students' comments indicated that the discomfort from the hot weather was their main complaint. Some felt they should not be required to attend sessions in which they had no or little interest. Some would have liked to visit university departments not included in the orientation agenda. Some students would have liked the orientation to last longer.

RECOMMENDATIONS

The following suggestions and/or recommendations are offered for future orientations. These are based on the experiences gained from the 1980 and prior years' orientations and with inputs from the orientation coordinator, the faculty, the counselors, and the students.

Continue to utilize high school student IRDI representatives to publicize the orientation and help eligible students to apply and participate in the orientation.

Continue to have highly successful Indian leaders and businessmen as guest speakers.

Continue use of an orientation planning committee.

Utilize a graduate Indian student from each college--Business Administration and Economics, Engineering, and Agriculture--to tell about their experiences as a student and how their problems were resolved, similar to the presentation by Ms. Harriet Lucero.

Keep 50-60 as a maximum number of students to participate in any one orientation group.

Maintain close working relations and communications with university personnel involved with housing, food service,

American Indian Programs, deans, department heads, and key leaders among the people of New Mexico.

Improve the selection and effectiveness of the peer student counselors. Encourage a greater number of high school counselors to participate in the orientation as chaperones or counselors.

Strive to attract m e students with high academic grade point averages (GPA) and with interests that are consistent with the orientation program emphasis.

Schedule orientation as early as possible after the New Mexico high schools close their spring term.

Explore means for formally evaluating results from the orientation conducted in prior years.

Provide the best housing available on campus for the students.

Congressional Interns

U. S. Senators and Representatives are offered an opportunity to invite program participants to work in their Washington Offices as interns during summer breaks annually. This is another activity to enhance the Indian college student's knowledge, contacts, and to build confidence. Considerable interest has been shown by Indian students and congressional representatives.

High School Program

The Program was originally directed toward students already attending colleges and universitiies of their choice, majoring in natural resources and related fields. It was apparent that high school students required more information on opportunities and the need for educated, experienced members of Indian tribes in agricultural science, business, engineering, management, and related natural resources fields.

Presentations were initiated to Indian students at high schools attended by Navajo students, later to Indian students attending high schools in New Mexico, and, most recently, to Indian Students attending high schools in the States of Arizona, Colorado, Nevada, and Utah. Presentations have been reinforced by high school campus representatives, contacts with faculty and counselors, and by distribution of information and brochures on majors, universities, the IRDI Program and many personal contacts.

Hundreds of contacts have been made with Indian high school students by offering information on college majors and career opportunities, not previously known to them. Such information provides Indian students with greater knowledge, a wider choice on opportunities, and aids them in decision making on career objectives. Decisions by students to major or not major in natural resources is equally important and may help students decide much earlier on their interests and proposed life's work. Those students selecting natural resources and other fields may begin much earlier in pursuing high school courses to help prepare for their chosen college majors and careers.

The high school campus representative program, college orientation, and other universities' summer sessions are also important to high school student's knowledge and decision making process.

Applications for participation in the IRDI Program are received from many high school students, even at the freshman level.

Additional program activities are desirable for Indian high school students indicating an interest in natural resources. Additional university orientation and summer science sessions are desirable. Summer work experience, training, and jobs related to proposed majors, could be most productive.

While recognizing the need, the IRDI Program does not, at present, have funds nor staff to initiate additional activities for high school students. In fact, it is most difficult to maintain our present contact momentum with Indian high school students, and we are pursuing ways to make contacts more effective and productive.

College Undergraduate Program

College students attending colleges and universities of their choice and majoring in natural resources, economic, and energy related fields in agricultural sciences, business administration, engineering, mining, recreation and tourism, communications, computer science, forestry, veterinary medicine, water resouces, and related areas are eligible to participate in the IRDI Program.

Regular contact is made with college program participants and other college students, eligible and desiring to participate. Contact is maintained through telephone, correspondence, campus representatives, deans, faculty, advisors, counselors, and financial aid officers. Participants are kept advised of program benefits and up-coming events through the above sources and announcements. Attempts are regularly made to assist students having low GPA or needing other assistance.

Correspondence to participants is initiated each fall on work experience and cooperative education assignments, congressional internship opportunities, the American Indian Leadership Seminar, other benefits, and opportunities. Since it is difficult to contact all Indian students at colleges and universities, recipients of correspondence and others are urged to share information with other Indian students who may not receive information on a timely basis. Fall contact is made with potential employers for work experience and coop assignment availability. Students are matched with potential assignments. Details are arranged with students and employers, including reporting for duty arrangements. Employers usually pay students a salary in accordance with the student's education, experience, ability, and the job to be performed. College credit may be arranged by the students with their academic advisors.

Fall contact is made with congressional representatives on summer assignments for congressional interns. These opportunities are matched with students desiring this type participation. Details are mutually agreed upon, including reporting dates.

Fall arrangements are initiated on the American Indian Leadership Seminar including selection of the theme, site, program, speakers, and selection of participants.

As the number of graduating participants increases, it has become desirable to offer assistance to graduates and other seeking training and permanent positions. Information on available positions is maintained and regularly passed to graduating students and graduates on vacancies. Assistance is offered to employers and potential employers as necessary with contacts and arrangements.

College Graduate Program

Considerable interest is being expressed by college graduates and graduating seniors for assistance with permanent employment and potential advanced degrees in natural resources development, operation, and management. Program efforts in these areas are increasing and needs to be given additional attention. Present efforts include seeking opportunities for advanced study, employment opportunities, and providing information to graduates on potential opportunities. Some participants are pursuing advanced degrees with some advanced degree graduates.

Post graduate activity is the next logical step in assistance to Indian tribes on preparation of their member for scientific, professional, and management pursuits.

College graduates seeking advanced degrees and recent graduates in training and permanent positions are eligible to participate in the IRDI Program.

Trust and Indian Real Property Management Degree Program

As a result of request from Indian Tribes, BIA and other federal agencies, states and industry, the College of Business Administration and Economics is initiating a undergraduate college major in Trust and Indian Real Property Management. Considerable interest by students has been indicated in this major. A number of tribal, federal and state agencies and industries are interested in hiring graduates and will offer work experience and coop assignments to Indian students pursuing this important major.

College Majors at Universities and College
Related to Natural Resources & Economic Development

Considerable interest has developed from many sources on Indian Self-Determination, natural resources, energy, economic development, tribal management, and associated activities. Universities and colleges have initiated many summer programs of interest to Indian high school students. Several universities and colleges have initiated certificate and degree programs relating to tribal management and development. Some federal agencies are sponsoring science and related program activities for Indian students. The Council for Energy Resource Tribes (CERT) sponsors a university engineering, math, and science program for high school students and has presented proposals to several universities to sponsor a university consortium effort for college students on business administration and engineering.

Program development in these and activities related to Indian human and resource development coincides with IRDI concepts. Much needs to be done to help tribes and members become prepared to develop, operate, and manage their developmental activities. The IRDI Program cooperates fully with all efforts and wishes to assist in every possible way. The IRDI Program plans to concentrate on present activities of presentations, recruitment, high school, college undergraduate and graduate student efforts, work experience and coop assignments, special topic seminars, short courses and field trips, training and placement and pursue cooperative efforts with other programs and activities. Emphasis will be placed on areas needing attention most urgently and lesser attention given to areas receiving some, if not adequate, attention.

Tribal Programs

Tribal organizations, Indian tribes, and member's interest and participation in the IRDI Program continues and is increasing. Several tribes and organizations established are considering and setting up internship and work experience programs and related youth development and work experience activities. Increasing numbers of Indian high school students are attending universities' summer programs. Interest in these programs and activities is most encouraging, as it is part of the processs in increasing the number of Indian scientists, professionals, and managers and entrapments.

Several Indian tribes and organizations are sponsoring or are cooperating with universities and colleges in sponsoring summer and internship programs and activities.

The IRDI Program continues to receive requests from tribes on developmental and management activities. All requests are responded to, including cooperative activities with federal and state agencies and organizations offering technical assistance. Use of advanced and graduate participants on studies, technical assistance, and development activities is planned to the maximum extent possible.

Indian Resources Development Institutes

In pursuing the Internship portion of the IRDI Program, it is apparent that only one phase of Indian resource development is being attacked. Very little basic research has been conducted on difficult problems and matters, and universities have not been able to fully extend their talent and facilities to solving problems hindering greater achievements.

With this in mind, seventeen Land Grant Universities met in Denver, Colorado, in February, 1980, to discuss the problem and to propose establishment of Indian Resources Development Institutes in each state with Indian population and natural resources desiring to participate in federal/state funded institutes to provide increased resource education, research, and technical assistance to Indian tribes and tribal members.

Considerable interest was expressed, including a desire to proceed by each universitities taking on the responsibility of providing information and assistance to Indian tribes, state, and federal legislators in their respective states. While several representatives preferred to move with care and caution, considerable activity has developed, including enactment of institute legislation by New Mexico, introduction of an institute bill in the United States House of Representatives, and preparation of a revised bill for introduction in the United States Senate.

Considerable additional effort is required, including information and benefits dissemination to Indian tribes, federal and state legislators, and others involved.

Navajo Higher Education University Consortium

The Consortium is composed of the Navajo Tribe's Higher Education Department and over 35 universities, colleges, and organizations. The Consortium is a cooperative effort by participating institutions and organizations to improve and enhance college academic education for Navajo Students. The Consortium has operated for several years with activities being refined to attack problems hindering better education opportunities. Concrete results have achieved including greater cooperation among the member institutions and organizations. The IRDI Program continues assistance to the Consortium effort.

Special Project Needs

There are several areas needing special and increased assistance. Some of these are: (1) refinement of the IRDI Program to meet special needs and improve activities, (2) improved graduate study opportunities, (3) a procedure to arrange for Indian students to enter veterinary medicine degree programs, (4) encouraging more Indian college students to major in needed areas of forestry, pest management, engineering, agricultural sciences, mining, and management. These & other problem areas will receive increased future attention.

Program Problems

Major problem areas include funding sources, ability to serve mounting requests for assistance, getting more Indian students to major in science areas with increased opportunities, improving grade point averages (GPA), improving retention of Indian college students, and conducting an effective massive program with a limited staff and facilities.

Program Accomplishments

Program accomplishments include continuation of our effective recruitment activities, as requests for program information and assistance continue to increase. Extension of program benefits to additional states, tribes, and tribal members. Increased effective contacts with Indian tribes, federal and state officials, companies, and industry. This has been done by conducting the successful American Indian Leadership and other seminars, conducting the high school orientation program, and assistance to Indian high school students on summer programs at universities and colleges. Contacts and presentations to increasing numbers of high schools, universities, and colleges. There are over 400 active program participants. Approximately 450 students have participated in summer work experience and cooperative education assignments. More than 125 campus representatives and many volunteers have assisted with the program activities.

Proposed Future Program Activities

We plan to continue and expand program activities for future years. Program activities will also be refined and improved to meet changing needs. A major function will be recruiting for, selecting of, and training an Indian Program Director, Assistant Director, Program Officer, and Administrative Manager. Selection of and training these Indian Officers will permit effective program operation and management. Continued and expanded use of program and campus representatives will aid in achieving program objectives. The present Program Director desires to reduce time spent on administration, recruitment, and routine program functions, and to spend more time on specialized activities, such as the graduate, veterinary, pest management, and agricultural sciences program functions. He desires to spend more time on advisement, counseling, majors, GPA improvement, and retention. Should the Indian Resources Institutes materialize, considerable time and effort will be required.

We desire to improve the American Indian Leadership and other seminars and orientation programs and make them more effective. We plan to prepare and circulate a list, description, benefits, and requirements of universities' summer programs for Indian high school students. We plan to assist similar programs and activities at Indian tribes, universities, colleges, and organizations. Many universities and colleges have conducted summer programs without meeting their quota of students. While at the same time, many Indian students desiring to attend summer programs did not have adequate timely information to apply, be accepted, and attend.

We plan to conduct a careful review of program activities, eliminate less productive functions, concentrate on the most effective measures, and add functions believed necessary to achieve goals. We plan to review activities of program graduates, participatns, and applicants to determine their present status and accomplishments. This procedure should be helpful in determining activities necessary in achieving program goals. We plan to work with employers, Indian tribes, federal and state agencies to prepare a list and description of college majors desirable for Indian college students for them to have better information on career selection. This information will receive wide distribution, including presentations to high school students. We plan to increase efforts in arranging for training on permanent positions for Indian college graduates.